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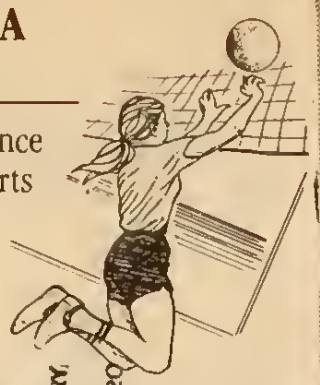

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Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

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Our Federal Constitution and Montana Schools

A View from the Chief Justice

by the Honorable Jean Turnage
Chief Justice of the Montana Supreme Court

Montana teachers have a great opportunity and an exciting challenge facing them in 1987.

The opportunity is the celebration of the 200th birthday of an enormously significant American document, the U.S. Constitution. This opportunity offers the possibility of focusing diverse educational material on a concrete historical event and making it meaningful to today's young people.

The challenge—equally great—is to make something that is at least six times older than their parents meaningful to a generation of students fascinated by things new and novel. As Chief Justice of the Montana Supreme Court, I believe the opportunities offered in this bicentennial year should be seized and that the challenge can be met.

One way to make the Constitution meaningful to our students is to reach out for the images with which Montanans are familiar. For instance, when the blizzards of January and February blow in Montana, ranchers keep from losing their way by tying a rope between the house and the barn. This simple guideline ensures their safety as they go about their chores.

To me as a citizen and as a Chief Justice, the Constitution provides a similar guideline which ensures that fundamental values and constitutionally protected rights are sustained and nurtured through the storms encountered by each new generation.

The U.S. Constitution and its interpretations encompass plenty of material to challenge the minds of young Montanans. The fact that the Constitution, including its amendments, is a scant 6,000 words, while constitutional law fills 467 volumes of the U.S. Reports, should bring home to students the ever changing nature of our constitutional system.

Chief Justice Jean Turnage, a former Polson attorney, assumed his position on the Supreme Court in January 1985.

An important element in the constitutional system envisioned by the Founding Fathers was the establishment of responsible state governments. While students study the federal constitution, teachers this year have an opportunity to bring students home to Montana by linking the U.S. Constitution with our own Montana Constitution.

Our state constitution plays a direct and very immediate role in the American governmental system and in the lives of Montana students. It is not at all inappropriate or too early to begin making the constitutional connections between the 1987 bicentennial celebration of the U.S. Constitution and the 1989 centennial celebration of Montana Statehood and the establishment of our state Constitution.

We all know that Montana's history has often been boisterous. Montana's constitutional history, while perhaps less picturesque, deserves serious attention. Study of the state constitution offers fertile terrain for exploration and is a logical extension from the federal constitution. And since Montana made two early attempts at writing constitutions (1867 and 1884) and has actually operated under two very different constitutions (1889 and 1972), students will have the opportunity for varied insights into the state level constitutional process.

1987 should be an exciting year as teachers begin to celebrate the bicentennial of the U.S. Constitution; it also can be exciting because everybody likes a party. More important, you will be challenging your students to explore the very foundations of our Republic.

The ultimate challenge will be to make students understand that while we celebrate an ancient and venerable Constitution in 1987, the strands of that old constitution weave through their daily lives in very direct ways that touch upon their individual liberty and upon their duty as citizens.

From the Superintendent

With this issue, *Montana Schools* begins a series of articles on "citizenship." This issue spotlights programs available on a statewide basis (page 3) and the upcoming celebration of the bicentennial of the U.S. Constitution (page 1). The May issue will feature classroom ideas from Montana teachers.

We must continue to place strong emphasis on citizenship education. Although I fully realize that schools have been asked to do more and more of society's work with students, we cannot overlook our crucial role in molding future Montanans and Americans. We can do it with formal lesson plans; we can do it by emphasizing the notion of fair play and respect for others; and we can lead by example...I hope we will use all three methods. It is time to de-emphasize the "me generation." Students must learn that they have individual rights, that the groups they belong to have rights, and that with rights comes the responsibility of making our democratic system work. With the increase of both parents in the work force, one-parent families, and increasing pressures on our youngsters, we in education have to constantly remind our students about the importance of citizenship values. There is nothing old-fashioned about the Golden Rule.

There has been new interest recently in citizenship education. Several states have included citizenship as part of mandated student competency testing. National assessments of student achievement have been conducted and have found American youth lacking in basic citizenship knowledge, skills and attitudes. Major educational associations have issued reports on the need for improved citizenship education.

Citizenship comprises the rights, responsibilities, and duties associated with governance of the various groups to which a person belongs, including families, churches, schools, and community organizations as well as cities, states, nations and the world. As members of such groups, young people are involved, whether they know it or not, in citizenship problems and responsibilities.

Citizenship has often been treated as something children can study from a distance or something they'll learn as they go along or when they are old enough to actually participate as adult voters, taxpayers, and citizens. However, it is becoming increasingly clear that citizenship is something which must be learned as the youngster progresses through childhood and adolescence.

President Theodore Roosevelt remarked in 1902 that, "The first requisite of a good citizen in this Republic of ours is that he shall be able and willing to pull his weight." If we are to inject new life into citizen preparation, all who share in the process must participate in its improvement.

When public schools were first established, citizenship training was a primary role of schools. Later it became identified with social studies, particularly the "civics" class. Citizenship education became a special area of study rather than a total school goal

I hope that this series on citizenship will encourage every educator to take on the role of instilling citizenship education in Montana's future citizens.

(If you have an exemplary program or ideas that you would like to share in this series, please let us know.)

Board of Public Education Prepares for Legislative Session

by Claudette Morton
Executive Secretary
Board of Public Education

At its December meeting the Board of Public Education adopted a response to Senate Bill 15. Senate Bill 15 required the Board of Public Education "to take steps toward administrative and structural reorganization of the public school system that would result in cost savings at local and state levels" and to report back to the Fiftieth Legislature.

Through research and testimony the Board considered several reorganization and consolidation proposals. On face value these proposals seemed to be more cost effective than the current system. However, in the diverse testimony presented to the Board the following issues remained unclear and unresolved: 1) the actual cost savings of, for example, transportation, duplicative administrative costs, teacher salaries, and increased insurance costs; 2) the quality of education resulting from reorganization; and 3) the impact of school reorganization on the state's socio-economic and socio-political systems.

At its January meeting, the Board of Public Education endorsed the following concept:

> "Legislation which will create and empower a State Commission on School Reorganization, appointed by the Governor, with technical assistance by the Office of Public Instruction and reporting to the Board of Public Education. The Commission will develop criteria for reorganization, including a plan to aggregate the ANB in 1989. The Legislation will also call for Local Reorganization Committees, which will be set up following criteria established by the State Commission and the law. The Legislative Council will recodify Title 20 accordingly, to take effect in 1989."

The Board also went on record against any form of forced school consolidation.

In other parts of its response to the Legislature, the Board of Public Education acknowledged the value of educational cooperatives but could not at this time support proposed legislation to require the establishment of twenty educational service cooperatives.

In the area of new legislation, the Board urged passage of a plan to provide a building and insurance program from the general coal tax fund which has been proposed by the Office of Public Instruction. The Board also endorsed legislation proposed by the legislative interim sub-committee studying the underfunded lawsuit. This legislation would correct alleged inequities in the present system. The Board supported legislation calling for a moratorium on creation of any new school districts or allowing reopening of currently closed districts.

With regard to the Foundation Program, the Board urged the Legislature not to take into consideration the use of payments from P.L. 81-874 (Impact Aid) in any state foundation program equalization plan. However, should the Legislature decide to use impact aid funds, the Board recommended that the Legislature consider use of P.L. 81-874 funds only after consultation with locally affected schools and the U.S. Department of Education to ensure that Montana continues to receive the maximum amount of P.L. 81-874 funds provided by law.

In addition to these legislative proposals, the Board will make an effort to correct inequities in the present system through Board of Public Education policy changes by placing the following issues on its agenda: transportation, penalties for schools not meeting accreditation standards, and data collection from schools.

The Board of Public Education will work with the Fiftieth Legislature to assure the passage of legislation endorsed in the above areas. It is the belief of the Board that the proposed legislation and policy changes endorsed do, indeed, provide a thoughtful, yet pro-active response to Senate Bill 15.

For further information about Board of Public Education actions or agendas, contact Claudette Morton at (406) 444-6576.

MONTANA SCHOOLS

Montana Schools is published quarterly (September, December, February, May) by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed to public schools and members of boards, associations, organizations and individuals interested in education in Montana.

Deadlines are six weeks before the first day of the publishing month (e.g., six weeks before September 1).

Ed Argenbright
State Superintendent of Public Instruction

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Executive Asst. to the Superintendent

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Typesetting

Citizenship Programs and Ideas

Citizenship education ranges from classroom activities initiated by an individual teacher to specific curricula and programs offered by local, state or national organizations. Most programs are designed as extracurricular activities for secondary students. However, recognizing the importance of developing individual and civic responsibility at a younger age, several elementary and junior high schools have made citizenship education part of their curricula. Teachers seek training in citizenship education as well, and several programs address inservice needs.

A few of the many fine programs and ideas are described here in this program sampler. You are urged to seek information about other programs from your colleagues or contact Edward Eschler or Spencer Sartorius at the Office of Public Instruction.

MONTANA COUNCIL FOR THE SOCIAL STUDIES

The Montana Council for the Social Studies is a nonprofit organization that strives to support and nurture social studies education in Montana. Membership includes classroom teachers, college professors, curriculum specialists, school administrators and historians.

MCSS and its members support citizenship education and are an outstanding source of technical assistance, pertinent materials and teaching methodology. MCSS president is Dr. Fred Abel of MSU, and the executive secretary is Edward Eschler at OPI.

CLOSE UP: DEMOCRACY IN ACTION

Each year students and teachers from more than 40 Montana high schools go to Washington, D.C., for a week-long, behind the scenes government studies program, where they gain a new level of civic understanding and awareness of democracy in action.

Through the Close Up Washington Program, the students study the federal government where it happens, with the people who make it happen—members of Congress and the administration, policy analysts, lobbyists and other experts on current issues and events.

The program is sponsored by the Close Up Foundation, a national civic education organization. The foundation is a nonprofit, nonpartisan group dedicated to the ideal that informed, active citizens are essential to responsible government and healthy communities.

With the cooperation of the Youth in Government program, the Office of Public Instruction and participating public schools, an evaluation team in Montana has brought other unique government study opportunities to the state. In 1986 Close Up teachers organized a conference, "The Agricultural Crisis and What Can Be Done About It." High school students gathered at five sites to question local experts and discuss the issue with Montana's U.S. Senators via teleconference over the C-Span network.

For more information about Close Up, contact the state coordinator, Edward Eschler, at OPI, or Karen Melick, Close Up Foundation, 1235 Jefferson Davis Hwy, Arlington, VA 22202 (703-892-5400).

PEER HELPING/PEER LEADERSHIP

Havre Junior High School has resolved the problem of scarce citizenship education resources for younger students by creating its own innovative curriculum.

Peer Helping and Peer Leadership are nine-week, daily classes designed to develop student leadership abilities and improve children's attitudes about school. Although the

classes originally were for identified gifted/talented students, they are now open to all students as an elective.

Seventh graders may sign up for Peer Helping, a class that teaches interpersonal skills and caring relationships. For example, new students may be matched with peer helpers, who "show them the ropes" of school and make them feel at home. Peer helpers also assist with Junior Helpers, an extracurricular group open to all students grades 6-8. The group's activities include Christmas toy drives and other community projects. Peer helpers use the organizing and helping skills they have learned in class to work with fellow students.

Peer Leadership, a course for 8th graders, teaches skills in leadership and group dynamics. Students learn how to run meetings, use parliamentary procedure, delegate responsibilities, accomplish tasks as a group and apply what they are learning to actual projects. One component of the class, "Leadership in America," allows students to examine and discuss leadership styles on a broad basis.

Sandy Evenson, librarian, and Jima Severson, physical education instructor, are Peer Leadership and Peer Helper instructors and program coordinators at Havre Junior High School.

LAW-RELATED EDUCATION

Each summer teachers from around the state gather in Helena for the Law-Related Education Program. The week-long seminar, sponsored by the Office of Public Instruction, State Bar of Montana and Montana Supreme Court, is one of the most accessible resources for teachers who seek ways to integrate citizenship education into their curricula.

The seminar's orientation is practical and informative so that teachers may leave with usable ideas and materials for their own classrooms. Administrators and teachers in all disciplines—political science, American government, social sciences, journalism, business and other curricular areas—have found the course invaluable.

The course covers the state's court system, civil and criminal justice process, state law and the case law system, hands-on teaching tools such as mock trials, estate and probate law and other topics.

This summer will be the course's fifth year. If you wish to know more about it, call Rick Bartos, Legal Services, OPI

THE AMERICAN BICENTENNIAL: PROJECT '87

Project '87, a joint undertaking of the American Historical Association and the American Political Science Association, is dedicated to the commemoration of the Bicentennial of the U.S. Constitution by promoting understanding and appraisal of this unique document.

The program has developed two valuable resources, *Lessons on the Constitution: Supplements to High School Courses in American History, Government and Civics* and the Project '87 magazine, *...Do ordain and establish this Constitution for the United States of America: A Bicentennial Chronicle.* Both are rich in information and lessons with which to study and comprehend a document that is an essential element of citizenship education.

For more information, write Project '87, 1527 New Hampshire Ave. NW, Washington, DC 20036, or contact Edward Eschler at OPI.

JEFFERSON MEETINGS

The Jefferson Meetings, like constitutional conventions, allow participants to meet as modern-day delegates who gather to discuss the Constitution's adequacy for contemporary American society. The purpose is to educate rather than seek political change, and citizens study and debate issues related to the structure and performance of American government.

For information, contact the Jefferson Foundation, 1529 18th St. NW, Washington, DC 20036.

SENATE YOUTH

Senate Youth is a scholarship program for Montana students who hold office in student government. Cosponsored and funded by the William Randolph Hearst Foundation, the program selects two scholarship recipients and awards them with $2,000 and an expense-paid trip to Washington, D.C. Along with Senate Youth Scholars from other states and the territories, the students study and experience national government firsthand.

For details on the Senate Youth program, call Martha Brass at OPI.

Sonya Wendt (left), a junior at Flathead High School, and Whitefish High School senior Jennifer Nelson recently spent a week at the legislature as Senate pages. Miss Wendt worked for Senator Ray Lybeck, Miss Nelson for Senator Bob Brown

Moe Addresses Legislators

Teacher of the Year Mary Moe, an English teacher at Columbia Falls High School, presented the following speech to the Montana House and Senate. Her speech was hailed as one of the best ever and we are including it in its entirety.

Thank you for the honor of being allowed to speak to you today. As a former speech coach, I know that I should introduce my ideas by trying to captivate you, motivate you and relate to you—in short, I should try to make you like me a little before I say what I have to say. But the limits on my time are such that I have had to make some drastic cuts—something you can empathize with, I'm sure—so the flowery introduction was the first to go.

I have come here today to tell you the one thing I know best—what I feel and what my colleagues feel about what is happening in education today in Montana. I believe I would not be exaggerating to say that two words come the closest to expressing our feelings: anxiety, in general, and in some instances, downright horror.

Let me start with anxiety. Teaching school today is harder than it ever has been. As chemical dependency, teenage pregnancy, juvenile crime, violence and suicide escalate, schools have been forced to do social work as well as to educate. As divorce continues to break up Montana homes and as more and more families become two-career households, the important role of parents in education has weakened considerably

Don't get me wrong: I don't blame parents. As a working mother myself, I know that by the time I pick up the kids, feed them, bathe them, and wage a thousand tiny wars with them, the last thing I want to do is sit down with them and read *Horton Hears A Who* for the fourteenth time. So the schools must pick up the slack

And they do. Without the help of kindergarten and counselors, programs for the chemically dependent and the teenage mother, programs that make my students willing and able to learn, I would not have had the happy career that I have had. And I am anxious lest the continuing crunch on education programs deprive me of this help.

Much has been made of a statistic released in December, something to the effect that costs of education in Montana have tripled the cost of living in the last 10 years. Let me remind you that those costs are primarily the result of schools that are, for the first time in history, attempting to meet the educational needs of **all** children. If I have students in my classroom with speech, hearing and reading disabilities, they can still survive because now, unlike 10 years ago, they can get help. Elementary counselors, Chapter 1, Title IX, speech therapy, gifted and talented—these may be vague labels to you, but to many of my students they mean the difference between success and failure. They have helped me, too, succeed as a teacher. Like my colleagues, I am worried when I hear people refer to them as frills and anxious about what will happen to public education and to Montana without them.

The Governor said last week that we must increase accountability in education. I submit to you that no professional is as accountable to as many different groups as the public school teacher. I am accountable to my students on a daily basis to justify the tests I give, the grades they get, and why they have to learn that stuff anyway. I am accountable to parents constantly to let them know what is happening with their children in my classes. I am accountable to my principal, to my superintendent, and to my school board. And every spring my entire school system has to account for its expenditures to the general public convincingly enough to pass voted levies. We are having trouble with that, and teachers in Montana are filled with anxiety that you as legislators will pass the **buck** instead of the **bucks** to the local level. If you do not fund education adequately enough to avoid increases in levies across the state, the property tax revolt that fueled I-27 and I-105 will look like a tempest in a teapot compared to what will happen then.

Superintendent Ed Argenbright chats with Teacher of the Year Mary Moe before her presentation to members of the House and Senate.

Accountability? I hold **you** accountable to provide the funding necessary for the basic, quality education mandated by our constitution. And I'm going to turn the tables on the Governor. It's no good to say "be accountable" and "tighten your belts" and then walk away and let the chips fall where they may. The Governor himself needs to be more accountable for what happens to education in this state. I support education that would increase his involvement by putting the Office of Public Instruction under his purview, administered by a superintendent whom he appoints. But that is not the main issue; optimal funding is.

Now for the horror story: When I was graduated from high school, I could choose from a variety of high-quality programs offered by our state colleges and universities. When I see this same opportunity slipping away from my own children, I am horrified—not only horrified but ashamed. As a teacher and as one of 11 brothers and sisters educated in state universities, I should have been screaming long before now about what is happening there. I hope it is not too late now.

We hear a great deal of talk about the window of opportunity in this state. Let that be a window that our children can look out of! What a shame it is that we could think of sending our fine School of Architecture to Nevada! That place doesn't deserve it; our children do. What a shame that the same thing may happen to the University's School of Pharmacy and other fine schools! What folly that that university has built a beautiful Fine Arts building and is now forced to hack away at the very programs that give the building life! By crippling our universities, we are in effect denying a higher education to the many, many children who cannot afford to go out of state and have too few options in state. We are crippling our attractiveness, too, to out-of-state interests. Are we to become a state full of "have-nots," dependent on outsiders not only for our livelihoods, but for our best and our brightests, our professionals, even our leaders? Once our children leave this state to get a good education, will they ever come back? These questions horrify me, and I hope they horrify you. On behalf of the teachers and the children in Montana, I urge you to do whatever you have to do to stop the bleeding...but, please, no more amputation.

In a brighter day, I would like to tell you happier things: how proud I am to be a teacher, how good my students, their parents and my colleagues have been to me. But I have already exceeded my time, so...

Let me close by reminding you of a law of nature. Sometimes, when a woman is pregnant, hardship makes it impossible to meet the nutritional needs of both herself and her unborn child. Fortunately, she is never allowed to make a choice. Nature makes it for her and takes the best of what is at hand for the child. The mother may be anemic, but nature seems to take the long view and work to preserve the species.

I have come here to ask you to take the long view as well. Until every child in Montana—the gifted and the handicapped, the girl and the boy, the Native American and the Vietnamese refugee—until all of these are educated to the full level of their potential, they are very much like unborn children. Whatever resources we have in this state must be used to provide for their future. In so doing, we provide for our own.

Please don't consider me insensitive to the economic strains in Montana. I face them myself. But I don't believe that raiding our most precious resources, whether they be our children's education or the coal tax fund—does anything but invite disaster.

If you do the hard thing and provide an average of $3000 a year to educate each school child, you save much more than that in the years to come. You save $25,000 a year if his education keeps him out of prison. You save thousands if his education keeps him employed and thousands more if it keeps him healthy.

And there are other, less tangible, but more important benefits. We will continue to populate this state with self-reliant young Montanans who love this state as you and I love it, because it has been good to them; bright young Montanans who stay in this state and make it grow because it is a part of them; clear-thinking Montanans who will be good citizens, all of them, good legislators, some of them—and some of them, God willing, good teachers. Thank you.

Congress Enacts EHA Amendments

Last fall Congress enacted and the President signed into law PL 99-457, amendments to the Education of the Handicapped Act (EHA). These amendments reauthorize EHA and include a rigorous national agenda pertaining to more and better services to young special needs children and their families.

This agenda contains initiatives such as research, training, educational technology, demonstration and outreach and technical assistance. Two new major portions of PL 99-457 are particularly critical to the expansion and improvement of services to infants, toddlers and preschoolers.

1. *Handicapped Infants & Toddlers*—This new part of EHA creates a discretionary program to assist states to plan, develop and implement a statewide system of comprehensive, coordinated, multidisciplinary, interagency programs for all young handicapped children, birth to 3 years.

The system must fit the needs and characteristics of each state and/or territory and include the 14 minimum system components below. An Interagency Coordinating Council, appointed by the Governor, will advise and assist the state's lead agency in planning and operating the comprehensive system.

2. *Preschool*—This amendment enhances incentives so that all states provide a free and appropriate public education to all eligible 3- through 5-year-old handicapped children by school year 1990/91 (or 1991/92, depending upon the availability of federal funding). Family services and variations in child programming are encouraged. All other requirements of a state's Part B Plan for special education and related services (e.g., due process, FAPE) must be adhered to.

The U.S. Department of Education will make grants to state education agencies to implement this initiative through LEAs and other contracted services. Congress has appropriated $180 million for the 1986-87 period. Again, state appropriations will be determined by a census formula.

The Department of Education grants will help states carry out this system's planning and policy development for handicapped and at-risk infants and toddlers. These grant monies may also be used to pay for direct services to children not otherwise provided from public and private sources, and the monies may be used for the expansion and improvement of services already available. Congress has appropriated $50 million for the first year of this five-year initiative. State appropriations will be based upon a census formula.

Sport Event of the Year

February 4, 1987, has been designated as *National Women in Sports Day* and *Montana Women in Sports Day*. To further address the issues and needs set forth by the proclamation, Montana will host a four-state regional sports event at Montana State University in Bozeman on April 3 and 4, 1987. **The Mountain Plains New Agenda: New Directions for Girls and Women in Sport Conference** celebrates the accomplishments of women in sports and marks a new beginning and approach for the many men and women who are interested and involved in the variety of changes and issues in women's sport participation. Parents, student athletes, coaches, community members and educators at all levels are invited to attend this unique and innovative conference presented in collaboration with the National Women's Sports Foundation, the Mountain Plains Equity Center, the Montana Office of Public Instruction, the South Dakota Office of Public Instruction and Montana State University.

The roster of speakers at The New Agenda presents a rare opportunity for parents, students, coaches and administrators in the four-state area of Montana, Wyoming, and North and South Dakota to hear nationally recognized speakers who ordinarily would not be available at a single event. Highlighting the two-day celebration will be:

Estelle Ramey

Dr. Estelle Ramey: A leading endocrinologist, hormone researchist, and professor of physiology and biophysics at Georgetown University School of Medicine in Washington, D.C. Ramey is a humorous and candid speaker whose list of guest lecturer sites includes Stanford, Yale, Cornell, Mount Holyoke College and at least 20 others. She has been awarded 11 honorary degrees and received numerous honors including selection as one of the 100 Most Important Women in America, 1984, Ladies Home Journal; Woman of Achievement, 1980, Public Broadcasting System; and Woman of the Year, 1984, Florida Executive Council.

Carol Mann: professional golfer elected to the LPGA Hall of Fame 1977 with 38 official victories and over $500,000 in career earnings. Carol is president of the Women's Sports Foundation and noted for her current efforts to combat drug abuse by athletes.

"Wild" Bill Neville: coach of the United States Men's Olympic Gold Medal Volleyball team and current coach of the Laby Bobcats, Montana State University Volleyball team. Bill is noted as a speaker extraordinaire who has appeared on Good Morning America and Richard Simmons' TV shows. He has authored several creative and technical articles and developed video-instructional series featuring the most up-to-date techniques and tactical innovations in volleyball..

Carole Oglesby: Sports Psychologist at Temple University and recent recipient of the Billie Jean King Award for Outstanding Contributions to Women in Sport.

Jackie Berning: Nutrition Consultant for the Denver Broncos.

Dolores Grayson: author of Gender Expectations and Student Achievement Project and the Equity Principal, Los Angeles Department of Education. Dee is a familiar teacher to educators throughout Montana and the United States.

Chris Shelton: former president of the National Association for Girls and Women in Sports.

Additional featured events:

Pre-conference doings Thursday evening! Volleyball match play: the University of Montana vs Wyoming State University.

Carol Mann

Recognition of the four state's exemplary women athletes.

Keynote and mini-session topics will include: "Nutritional Considerations for Female Athletes," "The Value of Physical Education in Shaping People's Lives," "Motivational Concerns of Coaches and Athletes," "Drug and Alcohol Use and Abuse," "Anatomy and Destiny," as well as many other topics of interest and concern to all who either play, spectate, or pay for sport participation.

The course offers one college credit from MSU or one recertification credit from OPI.

Pre-conference registration of $35 includes admission to all sessions including the pre-conference volleyball match, banquet lunch and dinner. Early registration and room reservations are advised. For more information contact Judith A. Johnson, Assistant Superintendent, Office of Public Instruction, Department of Educational Services, Capitol Building, Helena, MT 59620 (406) 444-3693.

NEWS BRIEFS

CONGRESS PASSES HANDICAPPED CHILDREN'S ACT

In August 1986 Congress passed PL 99-372, the Handicapped Children's Protection Act, to grant parents and guardians attorney fees and other rights in special education cases in which they prevail.

The law was passed to reverse the Supreme Court's actions in *Smith v. Robinson*, a case in which the Court determined that Congress intended that no attorney fees be awarded as a result of PL 94-142. The case sharply restricted the ability to bring independent suits under other special education statutes.

The new law says:

1. A parent or guardian may be awarded reasonable attorney fees if they are a prevailing party in a special education case. In addition, parents may recover the "reasonable" costs of litigation, including evaluation costs, expert witness fees, etc.

2. Attorney fees are available for the administrative hearing process as well as court action.

3. These fees are available to parents if they "prevail." This does not mean they have to win all issues but must change the behavior of the school.

The law attempts to safeguard schools by allowing: that fees be reasonable; a reduction or elimination of fees if parents refuse a written offer of settlement, and the final decision of the hearing officer or court is not more favorable; a court denial of attorneys' fees when the amounts sought are unreasonably excessive; and a denial of fees when the parent or guardian unreasonably protracts the case's final resolution.

The law makes it clear that attorney fees may not be paid from federal special education funds. Since attorney fees are not *allowable costs* as defined by statute, the responsibility and liability are local.

Several questions in the law have yet to be resolved such as who determines what the attorney fees should be if the case is resolved at the administrative hearing level and who pays what if parents prevail on some but not all issues.

Copies of the law are available from the Department of Special Services, Office of Public Instruction, State Capitol, Helena, MT 59620 (444-5661).

CONSTITUTION BICENTENNIAL WRITING CONTEST

A $10,000 award awaits the high school student who wins the National Bicentennial Writing Competition, sponsored by the Commission on the Bicentennial of the U.S. Constitution, the American Bar Association and *USA/Today* Gannett Corporation. The contest also has an element for state winners, coordinated by the Office of Public Instruction and State Bar of Montana.

Contestants must write an essay on the theme, "The Constitution: How Does the Separation of Powers Make It Work?" Information and official application forms are available from the National Bicentennial Writing Competition, Box 50184, Washington, DC 20004-0184. The deadline for entries is April 15.

SEMINAR TO BE HELD

The University of Montana and the Taft Institute for Two-Party Government are sponsoring a Taft Seminar for Teachers dealing with American electoral politics. Participants in the four-credit graduate course will receive tuition, housing, meals and books. Seminar dates are June 22 to July 3. Teachers, administrators, and librarians who have responsibility for social studies, civics, or government in elementary or secondary schools are encouraged to contact Dr. Jim Lopach, Seminar Director, Political Science Department, University of Montana, Missoula, MT 59812, for information.

BOARD RECODES FOREIGN LANGUAGE ENDORSEMENT

The Board of Public Education has acted favorably on a suggestion to create a nonspecific category of foreign language endorsement rather than Latin, German, etc. As of January 1, 1987, persons completing an approved program in foreign language will receive an endorsement that reads "39 Foreign Language." When certificates are renewed, all specific categories of foreign languages will be recoded with the new endorsement.

This procedure will assure school districts that a person has completed an approved program in foreign language. At the same time it will give them some versatility in selecting the particular foreign language they wish to offer in their schools.

Women of Montana

ESSAYS IN CELEBRATION OF HISTORY

Each year the American Association of University Women, Montana Division, sponsors an essay contest for high school students. This year, winning essays from the past several years were published in an anthology, *Women of Montana Essays 1981-1985,* edited by Diane Sands of the Montana Women's History Project.

"It is one of the goals of women's history, in fact, all social history, to redefine our understanding of 'historically important' to include the ordinary contributions, the daily lives of our foremothers and forefathers," Sands wrote in the introduction. "That story, the real unsung story of western history, is what the essays in this book are about."

Teachers have found that materials on Montana women's history are scarce or limited in scope. This booklet is a much-needed resource, and AAUW plans to publish a second one in 1989, in conjunction with the state's centennial.

Many teachers have used the essay contest as a class project, not only for its value to language arts and history, but also as a means of helping students develop research and oral history techniques. The essay contest also is an excellent resource for Women's History Month (March). The deadline for the 1987 contest is March 1. For information, contact your local AAUW branch or call Edward Eschler at OPI (444-4423).

AAUW has kindly granted permission to reprint several excerpts from *Women in Montana Essays 1981-1985.* The essays appear here in slightly abbreviated versions.

Ellen Trent Story

by Anne Foster
Bozeman High School
First Place, 1985

As I look into the beautiful picture, I can see the care she took in her appearance in the later years. She is wearing the fashionable dress of the day. The fully puffed sleeves and high, ruffled collar compliment her aristocratic appearance. Her rich brown hair is pulled smartly into a smooth knot at the base of her neck. Her skin looks soft and young, almost masking the wise mind of some 64 years.

And Ellen Trent Story has seen a lot in those 64 years. Her large, sympathetic brown eyes have seen the death of three of her children, the discovery of gold, the horrors of a hanging, and the excitement surrounding the coming of the railroad.

Ellen was born near Fort Leavenworth in 1844. In 1856 she met Nelson Story, who was working for her father. They fell in love, but Nelson needed more money before they could marry. He began freighting supplies to Denver. Once, Nelson lost all his stock in an Indian raid. So, Ellen had to wait for their marriage even longer, as so many women of her time did.

Finally, in 1862 Nelson returned for Ellen. They were married. Ellen accompanied her new husband westward and shared with him all the dangers and hardships that followed. Their merchant wagon was the first to cross the Blue River. They had only a few men and some mules. Ellen was the only woman among them. They traveled by way of South Pass. Once they reached Salt Lake City they continued west on the Bridger Trail, turned north almost immediately and found themselves in Montana Territory.

The same week that Bill Fairweather struck gold in Alder Gulch, in June of 1863, they arrived in a small mining town called Bannack City. Nelson left Ellen in Bannack City and went to Alder Gulch to stake a claim. Soon he brought Ellen to the cabin he had built on Alder Creek. Unfortunately, the Story's claim did not yield much gold. Ellen helped support them by baking and selling bread and pies to the miners. Her contribution helped them survive in those first few years.

During December and January of 1884, people who left Virginia City disappeared and were never found. It was soon discovered that a group of outlaws called The Road Agents were responsible for the gruesome crimes. Although the Story's were not members of the Vigilantes, they did witness the hangings of The Road Agents that occurred once every day throughout the next few months.

Then, in 1866 the Story's found their fortune. Nelson had seen two men at opposite sides of a small drainage, both of them finding gold. Nelson reasoned correctly that there must be gold between the two. He staked his claim. Soon he brought out $30,000 worth of gold dust. The Story's were rich.

Nelson took the gold east to invest it. He brought Ellen to the Byrd residence, just north of Bozeman. Ellen had to wait for Nelson to return, knowing that he was in grave danger carrying so much gold dust on his body. She knew, also, the risk was high for Indian attacks on the Bozeman Trail.

In due time Nelson returned, safely. He had bought 1,000 head of cattle. They then moved from Virginia City to Bozeman. Ellen and he lived in a house that faced South on Babcock. They lived in this house until 1888. Ellen was a good housekeeper. She made the transition from a frontier woman to a leader in the community. Her Kensington Tea Parties were well known. The women would bring their knitting and spend the whole afternoon.

But everything in this time was not happy. Three of her daughters, Alice Montana, Ellen and Alice, died of childhood illnesses before their fourth birthdays.

Nelson built the renowned Story Mansion in 1888. The house was said to be the finest along the whole Northern Pacific Railroad line. Ellen had help, one maid, but she decorated and kept most of the huge mansion herself. Her four surviving children, Rose, Bud, Nelson, Jr., and Walter, thought highly of her. Bud and Nelson Jr. named the theater they built together in her honor. The Ellen Theater is still in operation today.

In essence, there were many pioneer women like Ellen. Many women had to wait months, even years for their fiances and husbands, often knowing that they were facing terrible dangers. The strength and endurance of these people, both men and women must have contributed to a recently visiting film maker's comment as she felt a "distinctly independent character" about the people of Montana. Maybe Ellen's grandson, Malcolm Story, put it best when he said of Ellen, "She was a good woman, a sensible woman."

Many thanks to Malcolm Story for his time and patience in relating these facts to me.

Jeanne Hamilton
A Portrait

by Robert Lopp
Flathead High School
Second Place, 1982

Seated in her living room, surrounded by paintings of people, animals and landscapes, Jeanne Hamilton suggested we move into her kitchen where I would have a better place to write. In the living room, all of the desks and tables were covered with books, sketches, and miscellaneous art materials. As she began to tell me about her activities, I couldn't believe that she had been retired for three years. I noticed her calendar hanging next to the telephone. Every square inch was covered with hastily scribbled notes reminding her of sittings, appointments, and meetings.

One of Jeanne's most important goals has been to develop her abilities and talents to their full potential. Throughout her life, she has taken advantage of as many opportunities for growth as possible, and her diverse experiences reflect her continuing desire for self improvement.

She commented that her sixty-two years have spanned the days of the horse and buggy to men on the moon. Although there have been significant social changes in her lifetime, she concluded that the most important changes have been in the "growth in thinking" by the average person. "When I was young," she says, "what the parent, teacher, preacher, newspaper, magazine or radio said, was to be accepted without question or further thought. In the past ten years, we've learned to trust ourselves and our inquiring minds, and this change has contributed greatly to the quality of life."

Born in Plains, Montana, in 1919, Jeanne's family were longtime residents of Montana. In fact, her aunt was the first white woman born in the Montana Territory. However, her parents' attitudes and expectations were in no way limited by the remoteness of Plains.

Their entertainment, however, was determined by their surroundings. The only outside activities, other than occasional family outings up the Thompson River, were church and school related. "We had to make our own fun," she says. This only served to stimulate her imagination and creativity.

"Many aspects of my early life have come full circle today," she says, recalling the time her mother threw out all their handcrafted furniture and replaced it with new manufactured articles. Of course, today, handmade furniture is very valuable but at that time, manufactured goods were status symbols.

"Social restrictions have changed similarly," Jeanne observed. In high school she played guard for the Plains Girls' Basketball Team. The girls team even traveled with the boys to their games. Shortly after she graduated from college, the rules changed and women were virtually banned from athletics for nearly two decades.

Plains High School was unique in that it had an art program. Dorothy Miller, the art teacher, stimulated Jeanne's interest in art and encouraged her to continue with art in college.

Jeannette Rankin, one of her mother's friends, provided an excellent role model for her. In addition to agreeing with Rankin's sometimes controversial stand for peace, Jeanne admired her intellect and "just plain gumption." Rankin not only reinforced Jeanne's determination to be the "best she could be at what she was," but also helped to launch her art career. As a gift for Rankin, Jeanne's mother asked her to draw a portrait of Rankin; Jeanne's first commissioned piece.

After graduating from the University of Montana with a degree in fine art, Jeanne returned to her home town of Plains where she taught for the next four years.

In 1944, Jeanne decided to further her education by studying occupational therapy at Mills College in Oakland, California, where she received her registry. She chose this field because her teaching experience would be a valuable asset and because it provided her the opportunity to help patients discover their own abilities and talents and to feel a sense of accomplishment and self worth.

Although women were readily accepted as therapists and as amateur artists, most professional careers, including the fine arts field, were closed to women. Jeanne firmly believed that intellectual and professional growth should be open to her, too. However, it was at this time that she and her husband, Robert, chose to raise their family.

"Since the first five years of a child's life are the most formative and since I didn't want anyone else programming those little minds," Jeanne said, "I devoted much of the time for the next ten years to our three boys."

March is Women's History Month

After seeing all three sons off to college, Jeanne returned to art and reentered the job market. Recognizing immediately her unique abilities and background, the Montana Institute for the Arts hired her to develop art programs in the state. Her primary responsibility was to teach teachers how to initiate, develop and sustain their art programs.

The main obstacle she faced was the lack of self-confidence on the part of the teachers. Feeling that they lacked the requisite support, materials and skills, the teachers were not all that eager to start. That is, at first. Jeanne's optimism, practical advice and technical assistance gave the teachers the incentive, skills and confidence they needed to establish and expand their programs.

Just because the fine arts field was still closed to women did not stop Jeanne. She turned out quality paintings and drawings in ever increasing numbers. She did, however, have to bend on one point to even be considered in juried shows; she had to sign her name "J. Hamilton."

Teaching was not closed to women. In 1968 the Hockaday Center for the Arts, in conjunction with the MIA, hired her to begin summer art classes for youngsters. Jeanne delighted in introducing them to many different media and forms to make them aware of the range of creative possibilities. As she recalled those classes, she smiled and said, "The most wonderful aspect about teaching those youngsters, especially the five-year-olds, is their innocence. They don't worry about what others think of their creations; they make them with their own hands and that makes it beautiful in their own eyes." Believing that this pride and sense of self-worth are especially important for children, Jeanne made a point to reinforce each child with praise and positive attention.

In 1970 she was hired by Flathead Valley Community College as an art instructor. Her objective was to identify each student's potential in a particular area and then help them develop that natural ability. By adjusting her teaching to meet each student's particular needs, she maintained a highly successful program.

It is this care and concern for people that makes Jeanne Hamilton such an exceptional woman. Even though she's retired from teaching, she has become even busier. Besides continuing with her art work, she contributes her time generously to various community projects.

Before I left, I noticed a painting of an eagle soaring up and away. Her own energy and love for life could be seen in the bird's movement. Perhaps it was a symbolic portrait of Jeanne Hamilton.

Based on an interview with Jeanne Hamilton on February 21, 1982

Alice Greenough
Montana Cowgirl, USA

by Stephanie Greenough
Fromberg High School
Fifth Place, 1982

Since my great aunt spent her summers living next door to us, visiting in groups or alone with her was not uncommon. However, I especially remember one warm summer evening when just the two of us were sitting outdoors and I asked her to tell me about her life.

On a small homestead north of Red Lodge, Montana, Alice Elizabeth Greenough was born on March 17, 1902. It was on this homestead where Alice learned to ride on a little Indian pony called Midget.

In 1907 the family moved to Billings where Alice's father put in ice skating rinks for the city. Becoming an expert skater, Alice competed on ice and did exhibitions with her father. Her school years ended when she finished the eighth grade.

Montana Historical Society

Between 1917 and 1919, Alice carried the rural route mail out of Billings 37 miles a day, most of the time on horseback. During Christmas or when the Montgomery Ward and Sears Roebuck catalogs came out, she would drive a mail wagon or small bob sled when the roads were snowed in.

Always excited with competition, Alice began riding relay races in 1920 at the Midland Empire Fair and Rodeo in Billings. After the first world war and the depression, rodeos and fairs suffered for about five years. But Alice wasn't through riding. In 1928, along with her sister Margie, she joined a wild west show which took them all over the midwest, east and southern states. She was always billed as the Montana Cowgirl. By this time, five of the eight Greenough children were riding and became known as the Riding Greenoughs. They spent most of the off-season at home in Red Lodge and came back to enter the Home of Champions Rodeo every year there. Alice knew she was born to ride and started riding professional rodeos all over the United States.

But not all was glory. In El Paso, Texas, she was bucked off a saddle bronc and hung up by one foot, badly breaking her left leg and ankle. After several operations and months in a hospital and with ivory in her ankle, Alice kept up with the rodeo business as a timekeeper and riding quadrille.

Nearly a year and a half after the accident, a Spanish promoter saw her ride and contracted her to ride in bullrings in Spain. Since there were no steers to ride in Spain, she rode the fighting bulls which the matadors would fight and then kill. She also did trick riding with each performance. Alice also worked in South France and Spanish Africa, then sailed back to Mexico. Just before going to Spain, Alice rode saddle bronc and bareback horses, steers and did trick riding in Mexico City.

In 1933 Alice ended the season back in the United States in New York's Madison Square Garden and the Boston Garden Rodeo, where she won the Cowgirl Bronc Riding World's Championship.

The next spring Alice and her brother, Turk, were among those selected to go to England with the World's Championship Rodeo. Here Alice saw much of London and was a guest in the Royal Box with Lord Lonsdale.

Soon after returning to the states, Alice was chosen to go to the Centennial Rodeo in Melbourne, Australia, in 1934. Liking the country and the people, Alice stayed in Australia riding saddle broncs and trick riding. It was here she won the International Championship in 1935 and returned to Australia in 1939 to win the same title for the second time. Back in the states, Alice won the world's title in Boston for the third time and reached her goal of winnning the Cowgirl Bronc Riding world's title in New York's Madison Square Garden in 1940.

There were good times and bad. Traveling was not as fast or dependable as it is today. Cowboys and cowgirls were a tight-knit group who helped each other and shared many humorous happenings and stories and also knew the sadness of seeing friends lose their lives in the arena.

World War II was a drawback to gas and shipping of stock, and many rodeo events were discontinued. After riding some exhibitions and fairs, Alice decided to go into the rodeo contracting business. She and her life-long friend in rodeo, Joe Orr, bought horses, bulls and a complete rodeo outfit and produced rodeos in Montana, Idaho, Wyoming, North Dakota and South Dakota from 1942 until 1957. Alice rode her last saddle bronc in Greybull, Wyoming, in 1958.

Always returning to her beloved Montana, Alice spent several years working in the office and arena at the Miles City bucking horse sales and for the livestock yards. It seemed only natural that she would come back to Red Lodge, where she was instrumental in creating and opening the Red Lodge Historical Museum. One section of the museum contains much of the history of the Riding Greenoughs.

Later, Alice settled in Tucson, Arizona, where she managed a livestock and veterinary supply store, her way of keeping in touch with the people of the livestock world which she loved. in 1971, after eleven years, Alice retired from the store but not to become idle. Alice always spent her vacation in Montana, but is now able to spend the entire summer at the home she owns in Fromberg near her brother, Bill, who is my grandfather. Alice never misses a Red Lodge Rodeo performance and has ridden in many grand entries and still rides in the Fourth of July parades

Alice has judged queen contests from New Mexico to Montana, is a member of the Cowbelles Association and has spoken to many groups. She is a lifetime charter member of the Cowboy Hall of Fame in Oklahoma City; she has been in the Montana Sports Hall of Fame since 1957 and was inducted into the Cowgirl Hall of Fame in Hereford, Texas in 1975. She was always proud to say she was from Montana and carried the state name to many countries of the world. She once received a letter at the Red Lodge post office from Australia addressed to: Alice Greenough, Montana Cowgirl, U.S.A.

I have great admiration for my great Aunt Alice for her strength and courage to compete in an often dangerous business but never giving up on what she felt she was destined to do. I admire her as a lady, a friend and for her knowledge and hard work. Although famous in her own right, I will always remember the times we spent mowing her lawn, picking apples and enjoying her superbly home-cooked meals.

A catalogue of resources for Women's History Month is available from the National Women's History Project, PO Box 3716, Santa Rosa, CA 95402.

RESOURCE NOTES

Resource Notes, *by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI 444-3095.*

RESOURCES AT THE AV LIBRARY

Some exciting, worthwhile films and videos are available on a rental basis from OPI's Audiovisual Library.

Social studies—*China: The Year of the Counting* Parts 1 and 2 (AV #9812)—A fascinating account of the first census of China's people in modern times. The United Nation's census reveals the numbers and the rich fabric of an emerging giant. (54 min./jr. high-high school)

Son of the Ocean (#9514)—The Australian film crew was the first Western film crew allowed on the Yangtze River in 20 years. The journey takes you several thousand miles on a passenger boat. (28 min./Intermediate-high school)

One Hundred Entertainments (#9511)—Another film on China, showing the Shensi Provincial Acrobatic Troupe training and performing at rural communes. (28 min./ intermediate-high school)

Language arts—*The Frog King* (#9853)—Set in the Appalachian Mountains in the late 1880s, a delightful but sophisticated adaptation of the Grimm's folktale. (15 min./intermediate-high school)

Molly's Pilgrim (#9851)—A young Russian Jewish girl immigrates to the U.S. and meets with prejudice and distrust until her own life story is interwoven with that of the original pilgrims. (24 min./intermediate-jr. high)

Art teachers—*To Honor Art* (#9838)—A brief (10 min.) film to show parents and school boards why art education is so important to our youngsters.

Science teachers—*Protists: Form, Function, Ecology* (#9845)—Excellent microphotography of the Protist Kingdom. (23 min./jr. high-high school)

Mysteries of Pollination (#9845)—Exquisite photography and an informative addition to the curriculum. (26 min./intermediate-high school)

High Country (#9852)—Flora and fauna of the timberline and high country of the Rockies. (15 min./intermediate-high school)

Titles of ***brand-new films and videos—****Bicycling Visual Skills* (-9854); *Are You Reading Me?* (#9855), a driver-ed film; *Introduction To Motorcycle Safety* (#20151); *Highway Driving Tactics* (#20174); *A Road Out of Snow* (#9856), clearing Glacier Park's Going-To-The-Sun Highway in spring; *Bluebirds, Bring Them Back* (#9857); *Smokeless Tobacco* (#9864); *Impressions of Prejudice* (#20161); *Islands of Hawaii* (#20163); *Alaska* (#20164); *The Panama Canal* (#20165); *The Oregon Trail* (#20161); *The Pony Express* (#20167); *The Sexual Puzzle* (#20168), preview first; *Don't Touch* (#20169), blasting cap safety; *Calypso's Search for Atlantis* (#20170); *Blind Prophets of Easter Island* (#20171); *Vandals* (#20172); *Jiminy Cricket: Problem Solver* (#20173); *48 Hours On Crack Street* (#20175).

For more information about these and others, contact Margy Rolando at OPI, 444-2979.

PUPIL TRANSPORTATION

New School Bus Standards

The Board of Public Education is likely to adopt proposed changes in the Minimum Standards for School Buses. No opposition to the changes was expressed at the December board hearing, and final approval was expected in January.

One change will affect every school bus operation in the state: "stop signal arms" will be required on all school buses. It is a retrofit standard, which means that every school bus in the state must be equipped with a "stop signal arm" by July 1, 1987.

School bus distributors, dealers and parts supply outlets are aware of the new standard and are prepared to supply the "stop signal arm" assembly materials. Shop around for the best price.

The new standard reads: "There shall be a stop signal arm installed on the left outside of the body. It shall meet the applicable requirements of Society of Automotive Engineers J1133. Arm shall be of an octagonal shape with white letters and border and a red background. Flashing lamps in stop arm shall be connected to the alternating red flashing signal lamp circuits. The stop signal arm shall be vacuum, electric or air operated."

If you have questions, contact Terry Brown at OPI (444-4396).

School Bus Driver Seat Belts

The National Transportation Safety Board will soon issue recommendations on seat belt use by school bus drivers.

In most cases, the belt is the old version that has to be snapped into place and then adjusted from both ends.

Recognizing that "the belt will give to its limits of length unless you adjust it after you snap it," NTSB is asking all states to train drivers on the proper use of these belts in order to avoid cases where the driver falls from his/her seat because of improper belt use. NTSB acknowledges that the seat belt is designed more for driver control than for personal safety.

All school districts and bus contractors should 1) adopt a written policy requiring school bus drivers to wear their seat belts, and 2) establish a program to train drivers on the proper use of their seat belts. If you need information, contact Terry Brown (444-4396).

—Terry Brown
Pupil Transportation Specialist

ARTS

International Art Exhibit

The Ministry of Culture and Tourism of Turkey invites Montana students to participate in the 3rd International Ataturk Children's Art Exhibit to be held in April in Ankara, Turkey. The aim is to promote global understanding among the world's children.

Entries should fall into the categories of ages 5-8, 9-13 and 14-17. Artwork is not restricted to a theme. Schools should send works to Devlet Guzel Sanatlar Galerisi, Zafer Meydani, Ankara, Turkey.

—Janet Atbwal
Arts Education Specialist

TEACHER CERTIFICATION

Certification Reminder

Certification Services offers these reminders to assist in planning for academic coursework and to reduce certification problems for teachers and administrators.

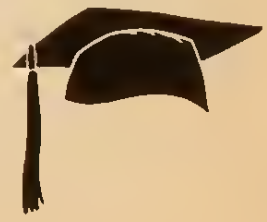
Continuing education *units* cannot be applied toward certificate renewal; teachers must be vigilant in taking coursework to ensure that academic *credits* are given. Teachers also should be aware of the difference between renewal and reinstatement to determine whether they must take the National Teacher Examination. For example, **renewal** of the Class 2 certificate requires one year of teaching experience and 6 quarter credits during the five-year period of the certificate. If either of these requirements is not met, a **reinstatement** is necessary, and reinstatement requires successful completion of the NTE Core Battery in addition to academic requirements.

Persons considering reentering education who have not acquired any college coursework in the last 15 years should contact the certification office to determine if they are academically eligible for certification or if they need to acquire some coursework to meet the minimums.

Credits for initial certification or renewal/ reinstatement of teaching certificates must be acquired from colleges fully "accredited" by a regional accrediting association, i.e., Northwest, Northcentral, etc. Probational or provisional approval by the regional accrediting association is not adequate for acceptance of college credits for certification.

A minimum of three years of teaching experience is currently required for endorsement as a guidance counselor, the Class I Professional teaching certificate and the Class 3 Administrative certificate. Two of the required three years of experience must be obtained in a K-12 setting.

If further clarification is needed on these or other certification matters, call Certification Services at 444-3150.



HEALTH/PE

Rocky III Health Conference

The Office of Public Instruction, Department of Health and Environmental Sciences and Eastern Montana College invite you to the Third Annual Rocky Mountain Health Promotion Conference (Rocky III) in Billings, June 14-18. The workshop will feature a variety of health-related sessions, and participants can earn three graduate credits for the week.

Participants may choose sessions on topics such as wellness, physical fitness, drug and alcohol education, nutrition, suicide prevention, weight control, stress management, self-esteem, eating disorders, sexuality, decision making, curriculum development, positive behavior change and others.

For more information, contact Spencer Sartorius at OPI.

—Spencer Sartorius
Health/PE Specialist

Legislative Phone Numbers

Legislative
Information 444-4853
Toll Free—1-800-237-5079

RESOURCE NOTES

SCHOOL FOODS

School Lunch is in Good Shape!

Since 1980 school food service programs have tightened their financial belts and generally shaped up their programs in response to federal cuts and rising labor and food prices. Although some schools felt temporary setbacks, these problems have not adversely affected overall participation in the school lunch program.

Now that managers have adjusted to these changes, school lunch appears to be in good health. Managers are making programs more efficient by menu planning, alternate menus, a la carte sales, increased bread baking, more efficient use of labor and improved purchasing programs, such as the Office of Public Instruction's Cooperative Purchase. All of this has kept costs down.

Much of the increased proficiency can be traced directly to the training conferences and self-study course offered by OPI's School Food Services. Also, thousands of phone calls have been answered and many supervisory assistance visits have been made. None of this would have been effective without a school's desire to update current skills or learn new ones. Administrators and board members' support also has played a vital role in the program's success.

This year's training conferences are in Glendive (Aug. 4-6) and Great Falls (Aug 11-13). Administrators are invited to accompany their school lunch staff to either conference. The time and money expended is well worth it. Sixty-seven percent of all school food authorities attended last year's conferences, representatives who serve 83 percent of all school lunches.

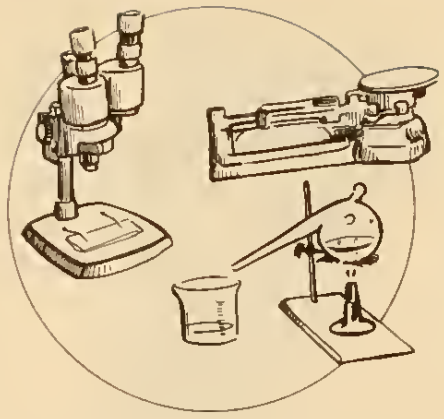
Cooperative Purchase

The December 1986 successful Cooperative Purchase bid was $318,898. It is estimated that schools have saved over a million dollars since the inception of Cooperative Purchase. The next call for purchase orders will be in April for September delivery.

Foreign Exchange Students

Schools are reminded that foreign exchange students do not automatically qualify for free meals. The student must have an approved application for free or reduced price meals on file at the school. The host family's total income and size, including the exchange student, are the basis for approving an application.

—H. Brishin Skiles
Director, School Food Services



SCIENCE

Better Elementary Science Teaching (BEST)

Preliminary news from the National Science Foundation indicates that $475,000 will be awarded to the Montana Science Teachers Association to conduct a training program to improve the teaching of elementary science in Montana. Fifty Montana teachers will be given fellowships to attend science institutes to help them become science advocates for their local school districts. Other activities will prepare these teachers to become valuable science resources for their schools. The first institute is planned for the summer of 1987. Watch for details in the *MSTA Newsletter* and flyers sent directly to teachers.

DOE Programs in Top Research

Students may now apply for the U.S. Department of Energy's summer seminars for top high school science students. Entering juniors, entering seniors and graduating seniors are eligible. Specific programs were described in the Winter 1986 issue of *Montana Schools*.

If you know a student who would be interested in this unique program, call Bob Briggs or Dan Dolan at OPI.

—Bob Briggs
Science Education Specialist

TRAFFIC EDUCATION

New Film Series—Free

An eight-part traffic education film series developed by the Ford Motor Company and ADTSEA will soon be available. The short VHS videos supplement traffic education curricula and stimulate discussion among students, teachers and parents. Topics are driver attitude; maintenance; city night, inclement weather and freeway driving; safety issues; and a summary. The videos vary from eight to 13 minutes. A 65-page instructor's manual is included.

If you wish to obtain the free videos, call 800-457-4065.

Think Kalispell in May

The 1987 OPI Montana Traffic Education Association conference will be held May 3-5 in Kalispell. The event will focus on "Use of Computers and Videotaping in the Traffic Education Program." We are very fortunate to have this program and you are encouraged to set aside these dates. In March you will receive a direct mailing with registration forms, agendas, etc. If you have questions, call Curt Hahn, 444-4432.

—Curt Hahn
Traffic Education Specialist

MATHEMATICS

Math/Science Funds

The first year of funds distributed under PL 98-377, federal math/science legislation, ended in January. Unfortunately, many Montana districts returned funds unused. At a time when dollars are short, districts should take greater advantage of staff development programs that can be funded under this program. It is extremely critical that teachers of K-12 math, science and foreign language keep current in these areas.

Funds for the second year have been distributed to districts that submitted applications, and OPI and the University System are running programs that involve teachers. In other words, the opportunities are accessible.

If you are interested in inservice programs and the money to run them, contact Dan Dolan at OPI (444-4436).

Excellence Award Nominations Sought

Nominations are now being accepted for the 1987 Presidential Awards for Excellence in Science and Mathematics Teaching. Six finalists (three in science, three in math) are chosen from each state, and two state winners receive $5,000, a trip to Washington, D.C., and gifts from private donors.

Teachers must be teaching at least half time in science or math in public or private middle/junior or high schools. They may be nominated by colleagues, students or parents.

For more information, contact Dan Dolan or Bob Briggs at OPI.

EMME Leaders Can Give Inservice

Forty-five teachers grades K-8, trained by the Excellence in Montana Mathematics Education (EMME) project, are now available to give inservice in elementary math curricula. Lab materials and other resources, the assistance of university staff and programs tailored to local district needs are part of the EMME inservice program.

Funding for inservice may be available under the math/science allocation (see above) and/or through EMME itself.

If you would like a list of EMME leaders or more information, call Dan Dolan at OPI (444-4436), Glenn Allinger, Math Dept. at MSU (994-3551) or Rick Billstein, UM Math Dept. (243-2603).

Children's Math on TV

Square One TV, a top-rated children's public television series for math education, began in January. Be sure you and your favorite 8-12-year-olds tune in!

—Dan Dolan
Math/Computer Ed Specialist

Craig Kuchel, science teacher at Florence-Carlton High School, was Montana's recipient of the Presidential Award for Excellence in Science Teaching. Kuchel has brought honor to his school before, as Montana's Biology Teacher of the Year in 1981.

The Excellence awards are given annually to a math and science teacher from each state. Nominations for 1987 are now being sought (see "Math" column above).

UNCLASSIFIEDS

Unclassifieds *is a bulletin board of resources, events and announcements of interest to educators. The naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.*

RESOURCES

READER'S CHOICE YIDEO

The Young Reader's Choice Award video, a video encouraging students grades 4-8 to read the books nominated for the Younger Reader's Choice Award, will be available again this year, thanks to help from the Lewistown Public Library. If you wish to use this video, contact the reference desk at the Montana State Library in Helena (444-3115).

FREE ENGLISH COMP TEXTBOOKS

Billings Public Schools is offering Warriner's *Englisb Grammar and Composition* for grade 10 (blue edition), grade 11 (brown edition) and grade 12 (complete course) in large quantities. The textbooks will be given away to anyone who wants to pick them up in Billings or pay the postage from Billings. Please call Jim Neeley, Billings Public Schools, 255-3500, ext. 211.

IDEAS NEEDED FOR ORAL HISTORY IN THE CLASSROOM

Have you used oral history projects in your classroom? The Montana Oral History Association would like to hear about them. Its spring newsletter will feature a special insert on oral history in the classroom and useful information on developing oral history projects for students.

You are invited to send your project descriptions, ideas and experiences to: MOHA Newsletter, Oral History Office, Montana Historical Society, 225 N. Roberts, Helena, MT 59620. Please submit them by March 15.

SCIENCE CURRICULUM AND INSERYICE

Secondary science teachers are invited to participate in a teacher education and curriculum distribution project sponsored by the Department of Natural Resources and Conservation (DNRC) and Office of Public Instruction.

Science Study Skills was developed by the National Science Teachers Association to help junior and senior high school students deal more effectively with science. Easily used within grades 7-10 general science curriculum, the project matches practice in science study skills with the learning of energy concepts. Through 14 activity-oriented energy units, students receive instruction in reading for meaning, listening and problem solving skills.

Science Study Skills is offered through free workshops running from now until April. Teachers take home a free copy of the Science Study Skills teacher's guide and student text.

If you are interested in attending a workshop in one of six communities or if you would like more information, contact Peggy Nelson, DNRC, 1520 East 6th Ave., Helena, MT 59620 (444-6697).

ELEMENTARY STUDENTS "BUST" ENERGY WASTE

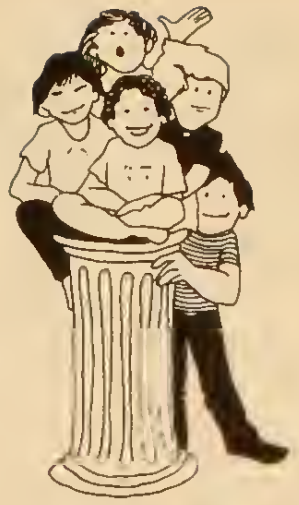
Montana Energy Challenge is the latest of several programs designed to introduce elementary students to energy conservation. Sponsored by the Department of Natural Resources and Conservation (DNRC), the project combines energy education with a competition between participating schools.

The classroom work uses the nationally recognized energy curriculum, Conservation for Children. In addition, participants will establish student energy "Waste Buster" teams that monitor their school's energy consumption. Students not only benefit from the classroom materials, they also learn firsthand how changes in energy habits and building operation can save energy.

DNRC energy specialists will provide schools with free copies of the energy curriculum, conduct a walk-through energy analysis of the school building, and assist in setting up the energy teams.

Winners of the Montana Energy Challenge—schools with the highest percentage of energy savings—will receive prizes after the energy data have been reviewed.

The Montana Energy Challenge will be held during school year 1988-89. Since DNRC will select only 10-20 schools, it's important to get your application in before the April 30, 1987 deadline. Contact Peggy Nelson at DNRC, 1520 East Sixth Avenue, Helena, MT 59620 (444-6697).



SUMMER STUDY

HUMANITIES SUMMER SEMINARS

The Montana Committee for the Humanities invites teachers to apply for the third annual humanities seminar program, which offers stipends to teachers who wish to refresh their minds, spirits and critical thinking skills by participating in one of three four-week summer seminars. The courses focus on important texts and issues in literature, history, classics, foreign languages or other liberal arts areas.

The June seminars are: "Two Hundred Years of Terror: Gothic Fiction 1796-1986" (Rocky Mountain College); "Rousseau's Emile: The Struggle Between Nature and Culture" (University of Montana); and "History and Literature: Branches of the Same Tree?" (University of Montana).

The deadline for applications is March 1. For more information contact the Montana Committee for the Humanities, Box 8036, Missoula, MT 59807.

FELLOWSHIP/CONTESTS

MCTM MATH CONTEST

The annual Montana Council of Teachers of Mathematics contest has become a popular event among students throughout the state. Last year several thousand students in grades 7-12 participated.

The 1987 contest will be held in March at Dillon (3/28), Kalispell (3/19), Havre (3/23), Missoula (3/24), Bozeman (3/3), Billings (3/14), Helena (3/14), Sidney (3/28), Great Falls (3/21), Grass Range (3/6) and Glasgow (3/20).

Registration deadlines are usually two weeks before the day of the contest. Regional directors will send out information this month. If you would like to know the name and address of a site's coordinator, contact Dan Dolan at OPI (444-4436).

LOCAL HISTORY FELLOWSHIP

The Montana Historical Society will award a $1,000 fellowship to a qualified applicant or group wishing to pursue research at the Society as part of a specific or ongoing project involving some aspect of Montana history. The recipient will be expected to conduct research between June 1 and October 30.

Applications should include a typed proposal, resume, description of finished product, and references. The deadline is March 16.

For more information about the Bradley Local History Fellowship, contact the Montana Historical Society, 444-2681.

SUMMER FELLOWSHIP IN HISTORY

The Montana Historical Society will award a $3,000 summer fellowship to a qualified applicant wishing to pursue research and produce a scholarly article on some aspect of Montana history. The recipient will be expected to be in residence at the Society for a minimum of four weeks during the fellowship term June 1 to Sept. 14.

Applicants need not be professional historians, but must show experience as well as ability in historical research. The application deadline is March 16.

For information and eligibility criteria, contact the Historical Society (444-2681).

OLYMPICS ESSAY CONTEST

The U.S. Olympic Committee Education Council is sponsoring an essay contest for students grades 7-12. Prizes will be awarded to state winners, and the national winners in two categories (grades 7-9 and 10-12) will be given scholarships to the U.S. Olympic Academy XI in Greece.

Essays may be prepared on any aspect of the Olympic Games, Olympic Movement or Olympism. Topic suggestions, official application forms and entry cover sheets are available fom the U.S. Olympic Committee, 1750 Boulder St., Colorado Springs, CO 80909-5760.

The deadline for entries is March 2.

UNCLASSIFIEDS

WOMEN OF MONTANA ESSAY CONTEST

High school students grades 10-12 are invited to submit entries to the Women of Montana essay contest, an annual program sponsored by the American Association of University Women. Each entry should be from 500-800 words about one Montana woman whose life serves as an example for the state's citizens. All material must be factual and may come from family records, research or personal interviews.

Essays will be judged on content, organization, human interest and mechanical soundness. Entries will be reviewed by local branches of the AAUW, and cash prizes will be awarded for first through fourth prizes. The essay contest is an excellent resource for Women's History Month (March).

The deadline for entries is March 1. For more information, contact your local AAUW branch or Edward Eschler at OPI (444-4433).

AG WEEK IN MONTANA: POSTER AND ESSAY CONTESTS

In celebration of Agriculture Week in Montana, March 15-21, students in grades K-6 may enter posters on the theme, "Agriculture: Food and Fiber," with cash prizes awarded for the best entries. An essay contest for grades 7-11 invites students to write about "Future Careers in Agriculture-Related Businesses."

The winners of the essay contest will participate in a five-day summer workshop at MSU in Bozeman, which also includes continuing education courses for interested teachers.

Entries for the poster and essay contests must be postmarked no later than March 1, 1987. Send entries to or seek further information from: Nina Baucus, AMS President, PO Box 167, Wolf Creek, MT 59648.

TAX CHECK-OFF SUPPORTS AG PROGRAM

Agriculture in Montana Schools is a sharing of resources, materials and projects that have proved successful in bringing the story of agriculture to Montana school children. As a nonprofit organization, it depends on donations, in-kind services, membership dues and grants.

You can support Ag in Montana Schools by contributing $5 or more in the check-off box of your Montana State Income Tax form.

PROGRAMS

Spectrum Learning offers its customers specialized programs to meet individual, small group, classroom and on-the-scene learning experiences in the following areas: Building Blocks (developmental learning), Adacemic (tutoring, classes such as IBM's Writing to Read program), Family Enrichment (values, communication), Self Management (relaxation, stress management), Business Management (motivation, communication), Agency Consultation (testing, evaluation, needs assessment). Initial service session without cost. For more information call 761-4226.

SCHOLARSHIPS

Iowa State University offers eight $500 Veishea Leadership Scholarships to high school seniors throughout the United States. To be eligible, the student must have a minimum ACT score of 26 (or comparable SAT score of 1100), be in the top 15 percent of his/her class, and have been involved in high school and community activities. Applications must be received by March 1, 1987. For information and application forms, contact Veishea 1987, Scholarship Committee, Room 40, Memorial Union, Ames, Iowa 50011.

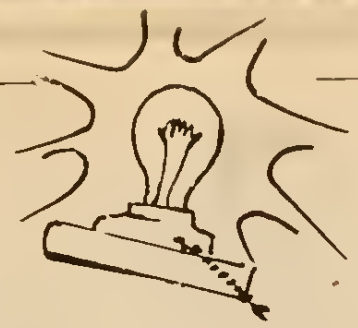
AWARDS

GREAT FALLS AWARDED FOR STUDENT ASSISTANCE

Great Falls Public Schools received an award for excellence in student assistance programs from the Western Region office of the National Association of the Student Assistance Programs and Professionals. The award recognizes outstanding contributions that reduce student alcohol and drug use and address problems of truancy, dropouts, suicide, teen pregnancy and at-risk students.

The award was presented to Jim Gamell, Great Falls CARE Coordinator. The regional award makes the Great Falls program eligible for a national award at the NASAPP conference in May.

BRIGHT IDEAS



SMOKE-FREE SCHOOLS BY THE YEAR 2000?

by Earl Thomas

The fact that school smoking policies are changing was confirmed by a recent survey of Montana schools by the American Lung Association of Montana. Fifty-four percent of those surveyed provide a smoke-free teachers lounge, and 15 schools said they were totally smoke-free. There was strong support for restricting smoking by legislative action.

The urgency for schools to deal with the subject of smoking is compounded by the fact that while adult smoking is decreasing, adolescent smoking, especially among girls, has risen. Behavioral risk factor surveys done in Montana in 1985 showed that 24.3 percent of the males smoke, down from 29.9 percent in 1983. However, the number of female smokers went up during this same time period from 21.5 percent to 24.8 percent.

There is grave concern over the great numbers of new smokers being recruited among our young people every year. On October 20, 1986, the Board of Public Education passed a resolution regarding nonsmoking policies for schools:

> The Board of Public Education recommends that the use of tobacco products be prohibited by students and by staff in the presence of students in all school buildings. If the administration determines a smoking area is necessary for staff, it will be located in an area as removed as possible from student areas and smoke-free teacher preparation rooms.

The American Lung Association of Montana recommends that teachers lead by example. Nonsmoking and other tobacco use policies in schools would: 1) provide an environment that reinforces the effect health education has on tobacco use; 2) establish nontobacco use as a school norm; 3) eliminate smoking and smokeless tobacco adult role models; 4) involve school personnel and board members actively in the smoking and smokeless tobacco issues; and 5) emphasize the health risks of tobacco use.

An excellent article in the January 1983 issue of *Health Education,* "Comparisons of Attitudes of Smoking and Nonsmoking Teachers Toward Smoking Education in Schools and the Health Consequences of Smoking," presented the results of a survey of elementary and secondary public school teachers. Findings of a similar survey done 10 years earlier also were summarized. Substantial differences were observed between smokers and nonsmokers on most of the attitude statements. Smokers placed less emphasis on the need for teachers and other professions to set a good example by not smoking. The most striking difference observed between smokers and nonsmokers was their attitude about the impact of smoking on health: 47 percent of smokers strongly agreed there was an association between smoking and lung cancer, while 79 percent of nonsmokers strongly agreed.

According to a 1985 Gallup survey, 87 percent of Americans believe companies should either ban smoking at work altogether or restrict it to certain designated areas. Eighty-five percent of nonsmokers and 62 percent of smokers believe that smokers should refrain from smoking in the presence of nonsmokers.

The Surgeon General's report released last December identified chronic disease risks resulting from exposure to tobacco smoke for individuals other than smokers—that is, "passive smokers"—and reviewed in detail the health effects of nonsmoker exposure to Environmental Tobacco Smoke (ETS). ETS is the combination of smoke emitted from a burning tobacco produced between puffs and the smoke exhaled by the smoker. Surgeon General C. Everett Koop, M.D., says, "The rights of smokers to smoke end where their behavior affects the health and well-being of others."

The target of a "Smoke-Free Society by the Year 2000" looms larger as smoking becomes more socially unacceptable and the population becomes more health conscious. The American Lung Association of Montana wants to help you help all of us achieve a ***Smoke-Free Montana by the Year 2000,*** which will result in an 80 percent reduction of all lung disease.

Call 1-800-ALA-OF-MT (252-6368) and request information on creating Your School Policy for Freedom From Smoking at Work. Staff are available on a limited basis to help you develop staff questionnaires and draft policy statements.

Earl Thomas is executive director of the American Lung Association of Montana, with headquarters at 825 Helena Ave., Helena, MT 59601.

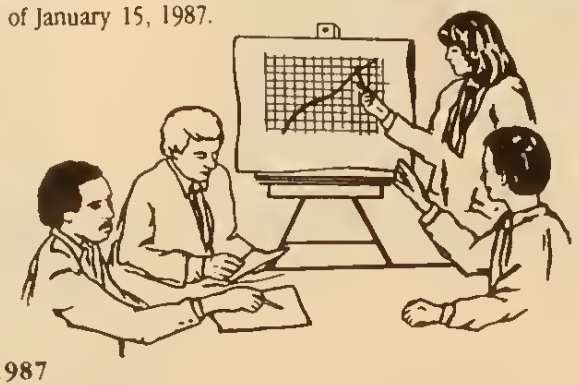
Submit your teaching philosophy, point of view or a classroom idea for possible publication in Montana Schools. *Maximum 250 words, typed, double spaced. Include name, position, address. Send to: Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59620.*

TRAINING OPPORTUNITY CALENDAR

The following are professional enrichment opportunities of interest to school personnel. For information about the calendar or inclusion of items, call Florence Anderson at OPI (444-2417). For information about specific listings, address Inquiries to the contact person noted.

Units of the Montana University System and other colleges offer professional training courses through their offices of continuing education. Contact the specific college or university for information.

Each item in the calendar is in the following order: date, type of event, title, location, contact person, telephone number. In some cases, preregistration may be required. The calendar is current as of January 15, 1987.



FEBRUARY 1987

Feb. 19—Workshop: *The Equity Principal*, Helena. Pat Christie, OPI, 444-5664.

Feb. 20—Conference: *American Assoc. of School Administrators*. New Orleans. AASA, 703-B75-0724.

Feb. 20—Teleconference. *Dropout Prevention/ Children at Risk*, downlink sites. Ron Lukenbill, OPI, 444-2080.

MARCH

Women's History Month
Youth Arts Month
Music in Our Schools Month

Mar. 4-5—Conference: *Meeting the Needs of At-Risk Youth*, Portland, Oregon. Rex Hagans, NWREL, 503-248-6800.

Mar. 5-6—Meeting. *Board of Public Education*, Helena. Claudette Morton, 444-6576.

Mar. 12-13—Conference: *Special Education in Montana*, Billings. Dr. Linda Christiansen, EMC, 657-2351.

Mar. 13—Workshop: *The Equity Principal*, Helena. Pat Christie, OPI, 444-5664.

Mar. 13—Conference: *Experiencing Today. Creating Tomorrow*, Colstrip. Judy Anderson, Colstrip, 748-3602 x 56.

Mar. 14—Conference: *Expanding Your Horizons in Math and Science: Career Options for Girls Grades 6-12*, MSU, Bozeman. Mary Ellen Wolfe, 587-9637.

Mar. 15-21—Event: *Ag Week in Montana*. Nina Baucus, 458-9468.

Mar. 19-21—Convention: *NW District AHPERO*, Billings. Dave Oberly, 255-3500.

Mar. 21—Conferences: *Expanding Your Horizons in Math and Science: Career Options for Girls Grades 6-12*. Locations/contacts:

Butte: Montana Tech, Joanne Cortese, 496-4460.
Havre: NMC, Debbie Kirby, 265-3221.
Miles City: Miles Community College, Barb Manor, 323-6663.

Mar. 23-24—Convention: *Montana Indian Education Assoc. Convention*, Billings. Bum Stiffarm, Harlem, 353-2205.

Mar. 28—Conferences: *Expanding Your Horizons in Math and Science: Career Options for Girls Grades 6-12*. Locations/contacts:

Billings: Rocky Mountain College, Sue Walker, 657-1086
Glasgow: Glasgow High School, Janet Markle, 228-2602.
Great Falls: College of Great Falls, Terri Rogers, 791-3949.
Helena: Capital High School, Pat Christie, 444-5664.
Kalispell: Flathead High School, Jo Mahoney, 857-3588
Missoula: Sentinel High School, Carol Bowlin, 542-4085.

APRIL

School Library Month

April 1—Event. *"Read In" to Launch School Library Month*, all schools.

EXPANDING YOUR HORIZONS

With Math and Science

Statewide conferences for girls grades 6-12 to explore new career options.

March 1987

Billings—Bozeman—Butte—Glasgow—Great Falls—Havre
Helena—Kalispell—Miles City—Missoula

For specific dates and contact persons, see the Training Calendar on this page. For general information, call Pat Christie, Office of Public Instruction, 444-5664.

April 2-3—Workshop: *Selection/Application of Micros for Disabled Persons*, EMC, Billings. Dr Michael Hagen, 657-2312

April 2-4—Conference: *State FFA Leadership Conference*, Billings. Leonard Lombardi, OPI, 444-4451.

April 3-4—Conference: *Mountain-Plains New Agenda: Future Directions for Girls and Women in Sports*, Bozeman. Dr. Ginny Hunt, MSU, 994-3945.

April 3-4—Conference: *MT Science Teachers Assoc.*, EMC, Billings. Bob Briggs, OPI, 444-4439.

April 9-11—Conference: *Conference on Severely Handicapped and Autistic*, Billings. Dr. Michael Hagen, 657-2312

April 9-11—Conference: *Montana Assoc. of Gifted/Talented Education*, Great Falls. Mike Anderson, White Sulphur Springs, 547-3751

April 9-11—Convention: *Montana Home Economics Association*, Glasgow. Debbie Donovan, Larslan, 725-3385.

April 10—Teleconference: *New Science Programs from NDN*, downlink sites. Ron Lukenbill, OPI, 444-2080.

April 10—Conference: *MT Assoc. of Language Teachers*, Billings. Pat Wyss, MSU, 994-4448

April 12-14—Conference: *MT Assoc of Secondary School Principals*, Lewistown. MASSP 442-2510.

April 20-21—Meeting: *Board of Public Education*, Great Falls. Claudette Morton, 444-6576

April 29-31—Convention: *MT Library Assoc.*, Butte. Margy Rolando, OPI, 444-2979.

JUNE

June 10-13—Workshop: *GESA Facilitator Training*, Whitefish. Pat Christie, OPI, 444-5664.

June 11-13—Workshop: *Project ACTIVE (adapted PE)*, Billings. Spencer Sartorius, OPI, 444-4434

June 14-18—Conference: *Rocky Mt. Health Promotion*, Billings. Spencer Sartorius, OPI, 444-4434.

MONTANA SCHOOLS

A QUARTERLY PUBLICATION OF THE OFFICE OF PUBLIC INSTRUCTION

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